

Dudley House School

Behaviour and Discipline Policy

(including Drug and Alcohol related incidents.)
(To be read in conjunction with Anti-Bullying policy.)

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

2 Aims and Objectives

- 2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive and mutually beneficial way. It aims to promote an environment where everyone feels happy, safe and secure.
- 2.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 2.3 The school expects every member of the school community to behave in a considerate way towards others.
- 2.4 We treat all children fairly and apply this behaviour policy consistently.
- 2.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 2.6 The school promotes and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Rewards and sanctions

3.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers praise and congratulate children for considerate, positive behaviour in such a way as to underline its value to our school.
- Teachers give children stickers.
- Teachers give children house points to reward achievement and encourage team work.
- The headteacher gives stickers and stamps.
- Support staff praise and reward children with stickers and house points.
- Bronze, silver, gold and platinum certificates are awarded to children for every 20 stickers collected.
- Each week we nominate children from each class to be in the golden book.
- Each 'golden book' child receives a special golden book sticker in assembly.
- We award the 'Star of the week' trophy for children who have displayed high levels of behaviour or achievement.
- We give certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All children have an opportunity to show examples of their best work in the golden book assembly.
- Trophies are also awarded to children for endeavour and excellence, progress, for curriculum achievement and for friendship and kindness.

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Each child's Record of Achievement file contains information showing their achievements.

3.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to be attentive and listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will verbally reprimand them. If a child misbehaves repeatedly, we isolate the child from the rest of the class, under supervision, until they calm down, and are able to work cooperatively and sensibly again with others.
- Misbehaviour in class may result in the child being deprived of privileges, having timeout in another class, being sent to the headteacher, or asked to do community service.
- Misbehaviour on the playground may result in holding the duty teacher's hand, timeout against the wall, missing playtime or being sent to the headteacher.
- Misbehaviour at lunchtime may result in sitting alone, or in extreme cases parental supervision until the situation improves, or being sent home for lunch.
- Children should never be left unsupervised outside the classroom.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished by withdrawal of privileges such as leisure time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the

child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation with the parents.

- 3.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 3.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (see Anti-bullying policy)
- 3.6 All members of staff are aware of the DfE guidance-regarding the use of reasonable force by teachers (for control or restraint), as set out in '*Use of Reasonable Force*' (DfE 2012). Teachers in our school do not use any kind of physical force as a punishment. Staff only intervene physically and use reasonable force 'to prevent children hurting themselves or others, from damaging property or from causing disorder'. The restraining actions that we take are in line with government guidelines on the restraint of children e.g. teachers may physically separate pupils found fighting or if a child refuses to leave a room when instructed to do so, they may be physically removed.

4 The role of the class teacher

- 4.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 4.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.4 Teachers should avoid punishing whole groups and humiliation.
- 4.5 Staff should be visible and strategically placed so that children are well supervised both in and out of the classroom.
- 4.6 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- 4.7 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 4.8 The class teacher reports to parents about their child's personal and social development and their progress in class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 4.9 If a parent has a concern or wishes to make a complaint, the class teacher may call on another member of staff so that accurate records can be made of what has transpired.

5 The role of the headteacher

- 5.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The headteacher and teachers will involve parents at an early stage rather than as a last resort if a child's behaviour is causing concern.
- 5.5** The headteacher has the responsibility for giving fixed-term suspensions to individual children for very serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may ask the parents to remove the child from the school. These actions are taken only after consultation with the governors.

6 The role of parents

- 6.1** Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.
- 6.2** We explain the school rules in the parent's handbook and expect parents to read them and support them.
- 6.3** We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. A home school diary may be used if it is felt necessary to establish a consistent home – school approach to deal with an ongoing problem.
- 6.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concern remains, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7 The role of governors

- 7.1** The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- 7.2** The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1** We are an inclusive school and do not wish to exclude any child from school, but sometimes this may be necessary when an action, or a pattern of persistent behaviour by a pupil:
- i. Cannot be contained by the school;
 - ii. Significantly affects the overall ethos of the school;
 - iii. Significantly influences the actions, attitudes and behaviour of other pupils;
 - iv. Undermines the principles and philosophy on which the school is based.

- 8.2** Only the headteacher (or the acting headteacher) has the power to exclude a child from school.

If it is felt necessary to exclude a child for more than one week this will be discussed and ratified by the board of governors.

In extreme and exceptional circumstances the school governors may ask the parents to permanently remove their child from the school.

- 8.3** If the headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 8.4** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- 8.5** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

- 8.6** If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

9 Drug- and alcohol-related incidents

- 9.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

- 9.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated, the child will be permanently excluded, and the Police and Social Services will be informed.

- 9.3** If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

- 9.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be temporarily excluded. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher. If the offence is repeated the child will be asked to leave.
- 9.5** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The Police and Social Services will also be informed.

10 Monitoring and review

- 10.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents which have resulted in her involvement. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident by completing an incident form.
- 10.3** The headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded/ asked to leave.
- 10.4** It is the responsibility of the governing body to monitor the rate suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 10.5** The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date: September 2009
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